

Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the [Final Report submission page](http://affordablelearninggeorgia.org/site/final_report_submission) on the ALG website:
http://affordablelearninggeorgia.org/site/final_report_submission

The final report submission form allows up to five files:

- This completed narrative document (required)
- Syllabus or syllabi (required)
If multiple files, compress into one .zip folder
- Qualitative/Quantitative Measures data files (required)
If multiple files, compress into one .zip folder
- Photo of your team or a class of your students for future ALG promotions (optional)
- Invoice for the second half of the grant's award amount (optional)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

General Information

Date: 8/31/2020

Grant Round: 14

Grant Number: 3389

Institution Name(s): Georgia State University

Project Lead: William Bogner

Team Members (Name, Title, Department, Institutions if different, and email address for each):

William Bogner, Associate Profess and Assistant Dean for Undergraduate Programs, Robinson College of Business, Georgia State University
wbogner@gsu.edu

Laura Letbetter, Associate Director, Sponsored Research Development, Robinson College of Business, Georgia State University lletbetter@gsu.edu

Leonard Jackson, Associate Professor, Robinson College of Business, Georgia State University ljackson58@gsu.edu

M. James Kahiga, Chair, Business Department and Professor of Economics, Georgia State University Perimeter College, mkahiga@gsu.edu

Janet Orr, Associate Professor, Georgia State University Perimeter College
jorr8@gsu.edu

Brent Winner, Georgia State University bwinner@gsu.edu

Kate Kendall, Georgia State University kvkendall@gsu.edu

Leslie Dunn, Associate Professor, Georgia State University Perimeter College
ldunn@gsu.edu

Brian Way, Georgia State University wway@gsu.edu

Bryn Richardson, Georgia State University brynprichardson@gsu.edu

Course Name(s) and Course Numbers: BUSA1105

Semester Project Began: Summer 2019

Final Semester of Implementation: Fall 2020

Total Number of Students Affected During Project: 3150

1. Narrative

A. *Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:*

- *Summary of your transformation experience, including challenges and accomplishments*
- *Transformative impacts on your instruction*
- *Transformative impacts on your students and their performance*

The goal of this effort was to develop digital materials for students taking a brand new introduction to business course BUSA 1105, Business, Value and You for use on all campuses of Georgia State University, on both the downtown campus and at all five physical campuses of Perimeter College, plus the online campus of Perimeter College, as well as the corporate location of State Farm. The materials that were being developed through this grant would support the course delivered in face to face, hybrid and online formats. Despite the delivery modality for the course, all course content would be delivered digitally.

The digital materials the team was developing would facilitate the delivery of an introduction to the world of business, markets, and the role of the manager in organizations of all kinds, as well as help students understand and build a professional digital footprint. The digital materials will be developed in a modular format, with full integration of all material into iCollege. This format would allow easy adaptation across the USG while enabling individual schools to adjust points of emphasis or add institution-specific elements.

As the grant team members worked on the project, they assessed textbook transformation. After analysis of available open textbooks, the members concluded that the existing textbook Nickels, William G., McHugh, James, and McHugh, Susan. *Understanding Business, 11th Edition* Boston: McGraw Hill, perfectly aligned with the business-related foundational material that was being developed for the course. After the decision was made, the focus of the development of digital materials shifted in building more practical and supplemental open resource material for the course that supported the content of building student's skills in excel and also creation of a professional digital footprint. Specifically, the team built 10 weeks of excel worksheet exercises, including instructional videos for each exercise, case studies, and instructive material such as slides to supplement the textbook chosen for the class as well as digital materials relative to building students' professional branding and growth.

The outcomes for this project led to higher levels of student digital literacy with students creating career-oriented digital footprint and personal online branding as well as digital research with an understanding of the use of business programs and tools such as Excel. The video materials helped students develop expertise in effective SI techniques for Excel use in business analysis. This material is the first of its kind used at Georgia State. Because these SI materials in Excel address basic skills and focus on building confidence in students who feel challenged by this software, these lessons will be broadly useful across a vast array of disciplinary areas. And because these lessons and SI materials are tightly linked to the Lynda.com training videos that are available at zero cost through the GSU iCollege templates, this knowledge will complement other learning contexts.

B. Describe lessons learned, including any things you would do differently next time.

This course was redesigned following a pilot of BUSA1105 at the Atlanta campus in Spring 2019. BUSA1105 was redesigned Summer 2019, and the design and production of the bulk of the open source materials to support the class was done at the end of Summer 2019 and throughout Fall 2019 while the class was being piloted at Perimeter College. So, the development of several weeks of the open resources included instructions, videos and assignments for Excel were being completed in a just-in-time basis for the students. Also, some of the resources in the initial pilot course available to Atlanta campus students were not initially available to Perimeter campus students in the initial rollout. Lessons learned including incorporating in both Perimeter and Atlanta faculty in the course redesign as well as the creation of content material that would be specific to students at each campus, and have accessible equivalent components to all students, regardless of campus.

For the Spring 2020 rollout, the course material including digital content created under the ALG was complete and ready at the start of term. However, two months into the Spring 2020 rollout was met with the COVID-19 pandemic, which presented additional challenges as all non-online modalities worked to convert to online delivery during a two week pause. Although these circumstances were out of the control of the BUSA1105 team, one lesson learned would be to build each course with an eye for the contingency that it may be converted to fully online. In Summer 2020, we took the lessons learned from Spring 2020 rollout to make even more improvements to the course, and design a master course that will be ready for a January 2021 rollout. Despite all of the challenges above, the DFW rate on the BUSA1105 course decreased from Fall 2019 to Spring 2020 and we expect the rates will continue to float downward as the course delivery is made consistent.

2. Quotes

Provide three quotes from students evaluating their experience with the no-cost learning materials.

Our Excel exercises have benefited me daily. I was familiar with Excel, but the assignments gave me a better understanding of the "why" behind the "what" of excel functions. This led to a lot of additional learnings outside of class that has made parts of my weekly work tasks much more efficient. (Student Comment #1, Spring 2020.)

I think the excel assignments are a good component to start creating experience of what we will actually do in real life. The exercises were simple, but at the same time they were a great tool of learning. Another beneficial component is the discussion board because we learn to interact with others in an online environment which nowadays technology has overlapped the old communication techniques. Also, the discussion boards stimulate our brains to think critically about certain things. For example, in this class leadership and managements were the main topics talked through the chapters, so we were constantly pushed to think as leaders and managers on the discussion questions. The last component I see as valuable from this class is the help we received to create our online profiles. As I mentioned before, this world is all about technology, and having our information available on the internet for recruiter to see, will open more doors and opportunities for students that lack the extra experience. (Student Comment #2, Spring 2020.)

1) I've become way more experienced in Excel. Before this, I wasn't proficient in excel whatsoever. I knew the basic grounds that middle school taught me. When thinking of the business field, one of the key components you think of is having experience in with excel. The 10 assignments that were given to us has educated me so much in excel. I am now very confident in myself to be able to perform anything excel related without any issue.

2) Professional Appearance matters a lot in the real world. Through-out grade school, all of the teachers are constantly telling students how important it is for them to speak proper and watch what they post on social media. I feel like nobody takes it serious until last minute when they are in college. This class has taught me how you need to act and communicate in the business world in order to be taken serious and have success.

3) I found the career assessments very valuable. Ever since high school, I never set a concrete plan for myself. I had no career path upon enrolling in GSU. I thought I wanted to become a nurse but upon more research and taking advantage of the career resources, I found it might not be my strong suit. This class brought to my attention, all of the career resources that are available for students. Choosing a career path is very important for establishing your life. (Student comment #3, Spring 2020.)

3. Quantitative and Qualitative Measures

A. Uniform Measurements Questions

The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 3150*

Due to the delivery of this course, only the students in the Atlanta campus were surveyed.

- Positive: 80.3 % of 56 number of respondents
- Neutral: 19.6 % of 56 number of respondents
- Negative: 0% of 56 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:

- 87.5% Positive: Higher performance outcomes measured over previous semester(s)
- 10.1% Neutral: Same performance outcomes over previous semester(s)
- 2% Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

As this was a new course rolled out for Fall 2019 and modified for Spring 2020, there was no benchmark for measurement. Attached please find the Fall 2019 and Spring 2020 DFW rates for Perimeter College.

Drop/Fail/Withdraw Rate:

As this was a new course rolled out for Fall 2019 and modified for Spring 2020, there was no benchmark for measurement. Attached please find the Fall 2019 and Spring 2020 DFW rates for Perimeter College.

B. Measures Narrative

In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.

[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]

- *Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *Course retention and completion rates*
 - *Average GPA*
 - *Pre-and post-transformation DFW comparison*
 - *Student success in learning objectives*
 - *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes.*

The Textbook Transformation Grant was part of the launch of the newly designed course BUSA1105. The course was piloted in Spring 2019, in coordination with the ALG for the development of digital open resource materials. As indicated by the attached spreadsheets, the DFW rate for Fall 2019 was notably higher than Spring 2020. As detailed above, the ALG material for BUSA1105 was not completely finished until the Spring 2020 rollout, and that course rollout was met with pandemic circumstances that forced all course modalities to convert to online. Even then, the DFW rates for Spring 2020 of BUSA1105 were lower than Fall 2020, and this can be attributed to the improvement in materials created from the ALG that were present from the start of the course. This is also evidenced by the student feedback from Spring 2020 that overwhelmingly identified the ALG funded digital content (excel exercises and videos) as being a large contributor to student success.

4. Sustainability Plan

Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.

All materials developed under this project will be sustainable due to their modular design, the plan for continually updating subject matter content, and the efforts of our technology support staff.

5. Future Affordable Materials Plans

Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.

In moving forward, the BUSA1105 plans to continue creating additional case studies, worksheets and study aids to deepen the BUSA1105 student's understanding of general business concepts and applicability.

6. Future Scholarship Plans

Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.

The curriculum chairs of BUSA1105 are currently in the process of creating a Master Course for BUSA1105 to allow for online delivery modified to different formats consistently across all campuses of Georgia State University and Perimeter College.

7. Description of Photograph (optional)

This is where a team can list the names of the people shown in this separately uploaded photograph, along with their roles, if applicable.